

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: Curriculum Approaches

Unit ID: EDMAS6033

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 070101

Description of the Unit:

This unit is designed to introduce Pre-Service Teachers (PSTs) to influential thinkers in the field of early childhood education. PSTs will explore both historical and contemporary approaches to early childhood and their impact on pedagogy and the wellbeing of young children. Alternative curriculum approaches will be examined with a focus on Nature Pedagogy. The importance of multicultural and Aboriginal and Torres Strait Islander perspectives will inform curricula decision-making and socially inclusive practices. In this unit, PSTs will continue to develop their teaching portfolios, teaching philosophy, and professional learning plan, the outcome of which will allow the PST to highlight professional learning needs and begin to plan for their own ongoing professional development and professional identity

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Examine and critique research into various theoretical influences and approaches that have and continue to impact on curriculum decision-making
- K2.** Examine the impact of globalization, the digital world, policy environments, curricula and regulatory frameworks on the education of young children
- K3.** Demonstrate a deep awareness of how learning environments, in particular natural environments contribute to the learning and wellbeing of children
- K4.** Demonstrate an understanding of the role of professional networks, early childhood and other organisations in their continued development as early childhood teachers (ECTs).

Skills:

- S1.** Research, critique and critically reflect on various influences and approaches in early childhood education and how they impact contemporary pedagogical practice
- S2.** Develop a teaching philosophy that clearly articulates theoretical perspectives, validates selection of approaches and teaching strategies and demonstrates cultural sensitivity
- S3.** Formulate a professional learning plan that includes clear goals and strategies and demonstrates an understanding of the role of professional and community networks in the development of teachers
- S4.** Provide professional peer review and feedback

Application of knowledge and skills:

- A1.** Examine a range of theoretical perspectives and approaches that influence curriculum decision-making
- A2.** Demonstrate an understanding of the impact of theoretical perspective and approaches in developing a philosophical approach to teaching
- A3.** Demonstrate an ability to propose goals, strategies and professional networks and organisations that will support their continued learning and development

Unit Content:

Topics to be covered may include:

- Changing worlds of childhood
- Influential thinkers in the field of early childhood and learning theory, such as but not limited to: Froebel, Dewey, Vygotsky, Piaget, Montessori, Pestalozzi, Bruner, Steiner
- Approaches to early childhood education, such as but not limited to: Reggio Emilia, Te Whariki, critical, play-based, nature pedagogy, inquiry learning, strength-based, interest based, multicultural and Aboriginal and Torres Strait Islander approaches
- Globalisation
- The digital world
- Policy environments
- Children and creativity
- Learning environments and the implications for the total wellbeing of children
- Developing our own teaching philosophy

- Selecting teaching strategies that match the student's teaching philosophy
- Critical reflection
- Curricula and regulatory frameworks
- Professional Learning
- Australian Professional Standards for Teachers (APST)
- Professional networks and organisations

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: • Using and demonstrating a high level of verbal and non-verbal communication • Demonstrating a mastery of listening for meaning and influencing via active listening • Demonstrating and showing empathy for others • High order skills in negotiating and conflict resolution skills\\ • Demonstrating mastery of working respectfully in cross-cultural and diverse teams.	Not applicable	Not applicable
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. • Creating and sustaining a collegial environment • Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions • Inspiring and initiating opportunities to lead others • Making informed professional decisions • Demonstrating initiative in new professional situations.	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: • Reflecting critically to generate and consider complex ideas and concepts at an abstract level • Analysing complex and abstract ideas, concepts and information • Communicate alternative perspectives to justify complex ideas • Demonstrate a mastery of challenging conventional thinking to clarify complex concepts • Forming creative solutions in problem solving to new situations for further learning.	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: • Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally • Collating, managing complex data, accessing and using digital data securely • Receiving and responding professionally to messages in a range of professional digital media • Contributing competently and professionally to digital teams and working groups • Participating at a high level in digital learning opportunities.	Not applicable	Not applicable
FEDTASK 5 sustainable and Ethical Mindset	Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: • Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts • Professionally committing to the promulgation of social responsibility • Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others • Generating, leading and implementing required actions to foster sustainability in their professional and personal life	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S4, A1, A2; APST: 1.2	Teaching Philosophy PSTs will develop an Initial Teaching Philosophy for presentation to their colleagues/peers. The philosophy and presentation must explain how their philosophy is guided by influential philosophies/ approaches that impact on contemporary early childhood pedagogical practice. The philosophy and presentation must be well supported by relevant early childhood literature. Peer/collegial feedback will be sought on the philosophy following presentations before final submission of the teaching philosophy.	Teaching Philosophy Presentation and Collegial Feedback	40% - 60%
K4, S3, A3; APST: 6.1, 6.2	Professional Learning Plan As PSTs further develop their e-portfolio started in EDMAS6062 Engaging Professionally 2: Infants and Toddlers, PSTs will focus on developing an initial Professional Learning Plan as they prepare for their final Professional Experience placement and/or entry into the profession as an ECT. The professional learning plan is to include goals that clearly link to APST standards, strategies for achieving goals and suggestions of possible evidence that will demonstrate progress towards meeting goals. PSTs must also consider what professional networks and organisations might support them as they enter the profession as ECTs.	Professional Learning Plan	40-60%

Adopted Reference Style:

APA ()

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)